

SCIENCE

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

GEOGRAPHY

- Name and locate the world's 7 continents and 5 oceans.
- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.
- Use world maps, atlases and globes.

HISTORY

- I can talk about things that happened to me in the past.
- I have knowledge about events beyond living memory that are significant nationally or globally.
- I can recall key facts (in the correct order) about historical events using the vocabulary past, present, older and newer.
- I know the lives of significant individuals in the past who have contributed to national and international achievements e.g. Ernest Shackleton, Charles Darwin, Robert Scott, Christopher Columbus.
- I can compare life in different periods by looking at significant individuals.
- I can recognise that there are reasons why people in the past acted as they did.
- I can use artefacts, pictures, stories, online sources and databases to find out about the past.
- I can identify things that are different to the past and also identify similarities.

MUSIC

- I can imitate changes in pitch.
- I can recognise changes in timbre, dynamics and pitch.
- I can follow instructions on how and when to sing or play an instrument.
- I can choose sounds to create an effect.
- I can sequence sounds to create an overall effect.
- I can use symbols to represent a composition and use them to help with a performance.

R.E.

- I can ask questions about puzzling aspects of life.
- I can identify how people have to make their own choices in life.
- I can explain how actions affect others.
- I can show an understanding of the term 'morals'.

ART

- I can create images from a variety of materials to create texture.
- I can add white to colours to make tints and black to colours to make tones.
- I can mix primary colours to make secondary.
- I can create a detailed self-portrait.
- I can create a picture of the human form showing movement.

ENGLISH

- I can begin to write in a pre-cursive script.
- I can write digits correctly.
- I can plan my writing, including writing down the words I will use.
- I can self-assess, saying I am 'tickled pink' with and what my 'green for growth' will be.
- I can read through my work and check that verbs to indicate time are used correctly.
- I can proof-read my work and correct any errors.
- I can read aloud what I have written, using appropriate expression.
- I can use capital letters, full-stops, exclamation marks, question marks, commas and apostrophes correctly.
- I can use an adverbial phrase to describe and specify (e.g. The hideous, feverish plague).
- I can use the past and present tense consistently.
- I can begin to use subordination (when, if, that, because) and co-ordination (or, and, but).
- I can use an appropriate range of ambitious and varied vocabulary.

CORE TEXTS:

Shackleton's Journey by William Grill

Ice Trap by Meredith Hooper & M.P. Robertson

COMPUTING

- I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- I can recognise common uses of information technology beyond school.
- I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.



P.E.

GYMNASTICS:

- I can copy and remember actions.
- I can move with some control and awareness of space.
- I can link two or more actions to make a sequence.
- I can show contrasts (such as small/tall, straight/curved and wide/narrow).
- I can travel by rolling forwards, backwards and sideways.
- I can hold a position whilst balancing on different points of the body.
- I can climb safely on equipment.
- I can stretch and curl to develop flexibility.
- I can jump in a variety of ways and land with increasing control and balance.

MATHS

Number:

- I can count in steps of 2, 3 and 5 from zero and in 10s from any number forward and backward.
- I can recognise the place value of each digit in a 2-digit number (10s and 1s)
- I can read and write numbers to at least 100 in numerals and words.
- I can use place value and number facts to solve problems.
- I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
- I can solve multiplication and division problems.

Fractions:

- I can recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$.

Measurement:

- I can choose and use appropriate standard units m/cm, kg/g, °C, l/ml. £/p, o'clock/quarter past/quarter to/half past.

I Will Survive!



DESIGN & TECHNOLOGY

- I can design purposeful, functional, appealing products for themselves and other users based on design criteria.
- I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (Survival kits for the Arctic)

